

Fiskerton CE Primary School

'Flourishing together within the love of God.'



Behaviour and Discipline Policy

2025- 26

As an inclusive and caring church school, provide an excellent education and develop a life-long love of learning. We see all members of our school family as valued and valuable in the eyes of God, and we support and challenge everyone to achieve their full potential.

"I come to bring life in all its fullness." (John 10:10)

Being a Good Neighbour

Friendship

Peace

Love

Thankfulness

Fulfilling Our Gifts

Wisdom

Self-Belief

Hope

Trust

Serving Others

Compassion

Forgiveness

Responsibility

Respect

Fiskerton CE Primary school aims to promote an environment where everyone feels happy, safe and respected. We believe that every member of the school community should feel valued and respected, and that each person is treated fairly and with compassion. We are a caring community, whose values are built on mutual trust and respect for all.

Our vision and values are theologically grounded with clear links to a Christian narrative through Bible quotes and stories. Each term reinforces the Bible teachings for one of our core Christian values. It is with this Christian vision that we shape and craft our school policies, action and Church School development plan.

We feel that this Christian vision and our school values impacts every aspect of our school life and no more so than our school behaviour policy where we coherently reflect our vision and policy in practice as we work together to ensure everyone flourishes and lives life in all its fullness, to support our reflections and developments in demonstrating outstanding behaviour at school. It is a means of promoting positive relationships, so that everyone can learn effectively.

AIMS

- for every member of the school community to feel valued and respected, and for all persons to be treated fairly
- provide an ethos and environment within which everyone feels safe and which enables everyone to learn effectively
- teach children behaviour that is appropriate to different situations
- raise awareness amongst children of the need to recognise and manage their emotions and reactions
- support children whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult

OBJECTIVES

- provide clear expectations for a range of situations that children will meet within the school day and/or on the school premises
- have clear strategies for regulating conduct and promoting good behaviour, self-discipline and respect
- reinforce good behaviour so that children feel good about themselves
- for all staff to focus on de- escalation and preventative strategies rather than reactive
- all staff know how to manage difficult or dangerous behaviour, and to have an understanding of what challenging behaviour might be communicating
- prevent bullying, in school and online.

ROLES, RIGHTS AND RESPONSIBILITIES

In order to achieve our aims and objectives we recognise that different groups of people need to work together. These groups include children, teachers, non-teaching staff, parents and governors. Individual members of these groups play different roles and have different rights and responsibilities.

The school rules are discussed regularly in assemblies and in the classrooms so that every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

The role of pupils

- discuss the school and class rules within their class
- understand the consequences of breaking the school rules
- vote for members of their class to represent them on the School Council, CAW council or well being council.

The role of teachers

- agreeing a classroom code of behaviour with each new class that will allow the teacher to teach and the learners to learn and that will ensure a safe environment for all
- ensure the school and class rules are understood and enforced in their class, and that their class behaves in a responsible manner during lesson time
- have high expectations in terms of behaviour, and strive to ensure that all children work to the best of their ability
- arrive in class in time
- know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons
- inform parents about expected behaviour and seek their support if needed
- use praise to reinforce expectations
- ensure all children are noticed and receive attention in class
- treat each child fairly and enforce the rules consistently. Treat all children with respect and understanding
- ensure all adults working with children are informed of individual challenges and strategies
- organise the classroom in a way that encourages successful learning by giving attention to:
 - space for working and movement
 - seating arrangements
 - access to materials and equipment
 - noise levels
 - routines

- plan activities appropriate to the ability, maturity and special educational needs of the children
- be aware of safety issues when planning activities
- establish procedures for giving directions about tasks
- teach children about behaviour skills
- plan and respond to individual needs to learn behaviour skills and self-regulation
- provide opportunities for children to develop different kinds of relationships with one another
- allow children to express their views and feelings and seeking to extend their understanding of relationships through the PHSE curriculum
- be consistent and fair when giving rewards and relevant and proportionate when imposing sanctions
- liaise with external agencies, support teachers, midday staff, parents and the headteacher as necessary to support and guide the interests of the child
- ensure that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour
- when a child with a specific behaviour management plan transitions to another class ensure that information is passed on. A meeting with the current class teacher, the new teacher and SENCo is set up.

Non teaching staff - The role of the Learning Support Assistants

- being aware of relevant and accepted expectations and reinforcing them
- being consistent and fair when giving rewards and relevant and proportionate when sanctions
- knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- being aware of procedures for giving directions about tasks and reinforcing them
- teaching children about behaviour skills and self-regulation
- reassuring, re-focusing and reaffirming tasks set for children
- fulfilling roles identified within behaviour plans for children
- having high expectations of children
- providing opportunities for children to develop different kinds of relationships with one another by encouraging involvement in, for example, playground games and conversation
- allowing children to express their views and feelings and seeking to extend their understanding of relationships through discussion
- responding to children's needs swiftly
- observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour

- encouraging respectful attitudes for others, the environment, property and equipment

The role of MIDDAY staff members

- being friendly and approachable
- being aware of relevant and accepted expectations and reinforcing them
- being consistent and fair when giving rewards or imposing agreed sanctions
- knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- support children's development of behaviour skills and self regulation
- having high expectations observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour
- encouraging respectful attitudes for others, the environment, property and equipment

The role of parents and carers:

As a school, we explain the rules at our introductory parents' meeting and expect the parents to support the school in implementing these;

- work collaboratively with school so that children receive consistent messages about how to behave at home and at school;
- we build a supportive dialogue between school and home and inform parents appropriately if we have concerns about their child's behaviour or welfare. If the school has to use reasonable sanctions, parents should support the actions of the school. If a parent has any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If their concern remains, they should contact the Chair of Governor
- inform the school of any medical or social circumstance that might affect the behaviour of their child
- provide their child with the opportunity to discuss school so that any worries or concerns are recognised at an early stage
- inform the school of any concerns about their own child's behaviour
- keep in touch with their child's teacher both formally and informally so that their child's interests can be discussed whenever necessary
- support and co-operate with the school in implementing the behaviour policy
- respect the staff of the school and valuing their professional opinions
- promote positive attitudes towards school
- provide a good example of behaviour

The role of Governors

Governors have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines:

- the headteacher has the day to day authority to implement the school behaviour policy, but governors may give advice about particular disciplinary issues
- be involved in the development of the policy in accordance with the stated aims of the school
- be informed about the successes of the policy in maintaining high standards of behaviour
- ensure that the school has a behaviour and discipline policy
- support staff in implementing the policy
- monitor and evaluate the effectiveness of that policy in bringing about its stated aims and objectives
- report on the effectiveness of the policy to parents
- provide opportunities for dialogue with children, staff and parents

WHOLE SCHOOL STRATEGIES

We have an agreed set of principles for all members of the school community to adhere to:

Give me 5 rules:

1. we use our hands kindly
2. we use our words kindly
3. we look after our things
4. we listen to the person who is talking
5. we follow instructions

These are displayed in pictures and texts around the school.

In addition to this each class has agreed its own rules which are displayed in the classroom.

As well as the 'Golden Rules/school code every member of the school community should apply the following principles:

- ★ We do not condone inappropriate behaviour
- ★ You are responsible for your own behaviour
- ★ First time is a mistake, second time is a choice

Promoting Positive Behaviour – Praise and Reward Systems.

We plan a relevant, motivating and stimulating curriculum, differentiated to meet the needs of all children to ensure, wherever possible, children are doing purposeful activities they enjoy. We want children to value their education and rarely miss a day at school. Children are helped and encouraged to be confident, self-assured learners whose excellent attitudes to learning have a strong, positive impact on their progress. We reward children with positive attention and praise

so children are proud of their achievements, and of their school. Other ways we reward children are:

House Points

The children can earn house points in their classroom and around school for good examples of learning behaviour, team work and setting good examples of following our 'Give me 5' rules and making the right choices. Each week the house with the most House Points will be presented with the House Cup.

Value Stickers

The children can earn value stickers when they are spotted showing our school Christian values.

Gold Stars

Children can earn gold stars by reaching gold on our traffic light system for excellent effort, super work and consistently following our rules and being a good role model to others. These Gold Stars go towards achieving their bronze, silver and gold awards and afternoon tea.

25 gold stars = Bronze Award

50 gold stars = Silver Award

75 gold stars = Gold Award

100 gold stars = Platinum Award & Afternoon Tea

Headteacher Awards

Children may receive a Headteacher Award for an exceptional piece of work. The children will receive a Headteacher Award sticker and a special certificate to take home.

Weekly Christian Values Award

Each week a child will nominate another child in their class for a Christian Value Award for showing one of our Christian Values. They will present the certificate in Friday's Celebration Assembly explaining which value was shown and how.

The Rycroft Trophy.

Each week the teachers will choose a child to receive the Rycroft Trophy for their class. This is for achieving something new or strongly demonstrating one of our Christian values, in any aspect of their learning or behaviour in class. They will receive the Rycroft Trophy in Friday's Celebration Assembly and keep it for a week. They will also add a leaf to our award tree.

Lunchtime Awards

Lunch staff may choose a child to send a Lunchtime Award to each week. The Lunchtime Award may be awarded for demonstrating our Christian Values during Lunchtime.

Other Strategies used to support and promote pupil welfare and good behaviour:

Children can be supported in behaving as we expect through the following means:

- ★ Playleader Scheme (y6)
- ★ Friendship Bench

- ★ The staff use listening systems e.g. Worry Box so the children know how to communicate to the teacher that they need to talk about something that is worrying them.
- ★ Use positive rather than negative phrasing e.g. stand next to me, walk beside me to... stay seated in your chair
- ★ Limited choice e.g. a playground plan, two choices shall we talk here or in the library?
- ★ Learning about how to develop positive relationships and making informed choices about healthy eating, fitness, and their emotional and mental well-being is taught regularly through PSHE/RSHE. This includes developing an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.
- ★ SENDco/Pastoral/Headteacher/Parent involvement in support programmes and behaviour plans.
- ★ Referral to other agencies who can support. Our SENDCo can engage with Healthy Minds, BOSS or any other support service deemed appropriate, ensuring we make use of expert advice when needed.
- ★ Encouraging children to reflect on incidents and identify ways to make the situation better as well as deal with conflict so that they can learn how to solve their own problems (restorative practice)
- ★ The spiritual, moral, social and cultural aspects of learning within our curriculum, and collective worship provide children with the opportunity to become thoughtful, caring and active citizens within school and in the wider community.

What will we do if we see things we do not expect to happen?

Unfortunately, there are times when agreed rules are not complied with. It is important that children know that unacceptable, disruptive behaviour or a poor standard of application are not tolerated.

- Every classroom has a traffic light display with the school rules clearly displayed as GREEN expectations. The aim is for the children to stay on GREEN and go for GOLD. Each child is an individual and we consider this when dealing with misbehaviour. The consequences and rewards that may be used in school are shown in the behaviour for learning table in Appendix 1.
- At the beginning of the morning and afternoon sessions, each child will start with their name on GREEN. Children will stay on GREEN if they follow the school and class rules at all times. House points and value stickers will be awarded.
- Children achieve GOLD if they consistently follow the school rules and go above and beyond expectations for them as an individual for work or behaviour.

- If a child requires a reminder to reflect on their approach to the school/class rules, their name will be moved to AMBER.
- If the behaviour persists, their name will move from AMBER to RED. This means that the child's behaviour is unacceptable. The member of staff will record this on Arbor/CPOMS informing the Headteacher, SENDCo, or Senior Teachers. In KS1 the child will miss 5 minutes and in KS2 the child will miss 10 minutes of their next available break time to restore and reflect on their behaviour with the support of the Headteacher/SENCo.
- Although colours cannot be earned back, the child's name will be moved back to GREEN after each break/lunchtime.
- Parents will be informed if their child received a red that day by their teacher so they feel well informed and in a position to support.
- Some behaviours will result in moving straight to red. These are displayed in the classroom and are any act of violence/dangerous behaviour, abusive/bad language, spitting, breaking resources, stealing, bringing dangerous items into school, refusal to follow instructions and persistently stopping others from learning or any other behaviour which is deemed inappropriate.
- In response to behaviour that results in Amber or Red, school staff can choose to take appropriate action as follows:-
 - Asking the child to reflect on the event and consider a written or verbal apology
 - Assisting with rectifying the problem they caused
 - Finishing/repeating the task
 - Private talk with the member of staff concerned
 - Agreeing on a more suitable place in class
 - Talk with SENCO/pastoral TA for support
 - Withdrawal of privileges (e.g. not taking part in school trips/competitions)
- The school's response to a child's behaviour follows the advice in the Lincolnshire Ladder of Behaviour Intervention. If a child is moved to RED 3 times in a term, the school will undertake screening for underlying special needs and meet with parents to review how the child's educational, social and emotional wellbeing can be met in school. An individual support plan will then be written and put into place. This is a verbal warning by the Head Teacher concerning future conduct.
- If the behaviour continues, a meeting with parents to review the individual support plan will be held to consider if specialist advice is needed, including a referral to Behaviour

Outreach Support Service (BOSS) for targeted support. Possible strategies will be discussed e.g. a reduced timetable and further support if there is no improvement in the child's behaviour.

Incidents will be recorded on Arbor/CPOMS and investigated by the Headteacher/and or the SENDCO. Consequences may include loss of play or privileges or withdrawal from class activities and will be dependent upon the nature of the misconduct.

Repeated incidents of behaviour which contravene the code may mean the school seeks the advice of external agencies such as the educational psychologist. A support plan may be drawn up.

Serious one-off breaches or repeated breaches of the school rules may lead to a suspension (fixed term exclusion).

If property has been damaged, then the school may ask parents to provide replacements.

Children who persistently breach the school rules will have individual support plans drawn up and may follow different steps of interventions and sanctions.

Physical restraint/reasonable force

Physical contact may be used by all members of the school staff to control, restrain or direct children without the use of force. Staff can use physical restraint (the positive use of force/safe handling) to prevent a child from committing an offence, to protect a child from causing an injury to themselves or others, from damaging property, or disrupting good order and discipline. Staff follow the School's policy on the Use of Positive Handling to Control or Restrain Pupils and the DfE guidance 'Use of Reasonable Force' 2013. Staff are trained in de-escalation and restraint techniques and this is updated every 3 years. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. New staff receive this training as required.

Any occasions when reasonable force is used will be recorded and filed in the head of school's office. They will be recorded on Arbor/CPOMS.

The school will speak to parents about serious incidents involving the use of force and keep a written record of such serious incidents.

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

1. to comfort a pupil in distress (so long as this is appropriate to their age);
2. to gently direct a pupil;
3. for curricular reasons (for example in PE, Drama etc);
4. in an emergency to avert danger to the pupil or pupils;

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Reasonable force can be used to

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom or school site where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Reasonable force cannot be used

- as a punishment – it is always unlawful to use force as a punishment.

Confiscation, banned item and Searching Pupils

The headteacher and teaching staff have the right to confiscate any item from a pupil which is deemed inappropriate to be in school.

Any items that are considered inappropriate will be handed directly to parents or police, depending on the seriousness of the confiscation. Items that are considered inappropriate include mobile phones, alcohol, drugs, knives or weapons etc

Discipline beyond the school gate

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- bullying of a pupil outside of school
- use of cyber bullying outside of school
- inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform
- behaviour that poses a threat to another pupil or member of the public
- behaviour that could have repercussions for the orderly running of the school
- behaviour that could adversely affect the reputation of the school

Exclusion

The school adheres to the recommended guidance from the LA and DfE 'Exclusions from Maintained Schools' updated 2015. In addition, for children who are at risk of exclusion because they are not responding to the approaches above, the school would work with BOSS to consider other strategies such as a managed move or a pre-exclusion placement for intensive support following use of the Lincolnshire Behaviour Ladder approach.

Exclusion procedures will be implemented if there is a serious breach of discipline or persistent breaches of behaviour policy.

Examples of types of behaviour which may result in exclusion:

- physical assault against an adult
- physical assault against a pupil
- verbal abuse or threatening behaviour against a pupil
- verbal abuse or threatening behaviour against an adult
- persistently refusing to work/disruptive behaviour in class
- leaving school premises without permission
- stealing
- bullying
- cyber bullying
- possession of illegal drugs
- possession of weapons
- racist abuse
- abuse relating to disability
- serious breaches of this behaviour policy
- in such a case as when allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Only the Headteacher (or acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this action.

Fixed Term Exclusions

The headteacher must inform you that your child is excluded, usually by telephone in the first instance and then followed by a formal letter to you. The letter must provide the reasons for this decision and to inform you to keep your child at home for a set number of days.

For the first 5 days of a fixed term exclusion the school is required to provide work for your child to complete. You should ensure that your child completes this work and that it is returned to the school for marking.

If the exclusion extends beyond 5 school days, the school must put in place full-time educational provision for your child.

During the first 5 days of a fixed term exclusion, you must ensure your child is not present in a public place during school hours without reasonable justification. This applies whether or not

your child is with you. You may be liable to a Fixed Penalty if your child is in a public place without reasonable justification during school hours.

Your child cannot be given fixed period exclusions which total more than 45 school days in any one school year.

For exclusions lasting between 5 and 15 days you have a right to request that the Governors Pupil Discipline Committee convene a meeting to review the decision to exclude and you can attend to give your views about the exclusion.

For exclusions totalling more than 15 days in one term, the Pupil Discipline Committee must convene a meeting to review exclusions and you and your child must be invited to attend.

A Headteacher has the right to formally exclude your child for the lunchtime period only and must record this as half a day exclusion. However, you will be expected to return your child to school for the afternoon session. If your child does not return, the school will record this as an unauthorised absence.

Permanent Exclusion:

The headteacher must write to you to inform you that the school has decided to permanently exclude your child. This means that your child will not be able to return to the school unless re-instated by the Governor Pupil Discipline Committee.

The school must formally notify the Local Authority of the decision to permanently exclude you child.

For the first 5 school days following a permanent exclusion, the school must provide work for your child to do at home. You should ensure that this work is completed and returned to the school for marking.

During the first 5 days of a permanent exclusion, you must ensure that your child is not present in a public place during school hours without reasonable justification. This applies whether or not the child is with you. You may be liable for a Fixed Penalty if your child is in a public place without reasonable justification during school hours.

From the 6th school day following the exclusion, the Local Authority must arrange full time educational provision for your child.

Following your child's permanent exclusion, you will be contacted by a Parent Pupil Liaison Officer from the Education Out of School Team, who will arrange to visit you to discuss the exclusions processes and procedures, your rights within this process and to discuss the interim education for your child.

The Governor Pupil Discipline Committee (made up of 3 members of the governing body) must meet within 15 school days from the date of the permanent exclusion to review the Headteacher's decision. You and your child must be invited to attend to give your views on the

exclusion. When an appeal panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by the parents and the LA, and consider whether the pupil should be reinstated

If the Governor Pupil Discipline Committee upholds the Headteacher's decision to permanently exclude your child, you have a further right to request that an Independent Panel reviews the decision (<http://www.lincolnshire.gov.uk/parents/schools/at-school/exclusion/36683.article>) If the governor' appeal panel decides that a pupil should be reinstated; the Head must comply with this ruling.

The Head informs the LA of any exclusions in accordance with the LA procedures and the Policy guidance in Safeguarding Children and Young People 2006.

The Head informs the LA and the governing body about any permanent exclusion, and about any fixed term exclusions beyond 5 days in any one term.

The governing body itself cannot either exclude a pupil, or extend the exclusion period made by the Head.

This committee considers any exclusion appeals on behalf of governors..

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

There are many definitions of bullying, but most have three things in common:

- It is deliberately hurtful behaviour
- It is repeated often over a period of time.
- It is difficult for those being bullied to defend themselves.

Bullying can take many forms but the three main types are:

- Physical: hitting, kicking, and taking belongings.
- Verbal: name calling, insulting, racist or sexist.
- Indirect: spreading nasty stories about someone, excluding someone from social groups.

As isolated incidents these forms of behaviour are unacceptable but they **would not** be classed as bullying unless they were repeated on several occasions, by the same child, or group of children.

Teachers and supervisory staff will be particularly vigilant at playtimes, they will observe children at play, intervening where necessary to prevent or deal with unacceptable behaviour or talking to any child who appears to be alone and also praising "good behaviour". Members of staff on duty will actively patrol playground areas.

A variety of strategies will be employed to raise awareness of bullying behaviour. We aim to promote values that reject bullying behaviour, rather promoting compassion and respect for all. Any bullying will be dealt with swiftly by the Head Teacher, using the guidelines for unacceptable behaviour set down in this Policy.

Monitoring

The Head will monitor the effectiveness of this policy on a regular basis. S/he will also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvement.

The school will keep a record of incidents of any breaches of this policy. Records will be kept on Arbor/CPOMS.

The Headteacher will keep a record of any pupil who is excluded for a fixed term, or who is permanently excluded in accordance with LA procedure.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body will review this policy annually

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They may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed:



Christina Bradbury, Head Teacher

Signed:



Sally Reeve, Chair of Governors

Date Reviewed: November 2025

Date of Next Review: November 2026

Appendix 1: Learning Behaviour Summary Table

Expectation	Rewards and Consequences	
Being a brilliant role model/fantastic work/excellent effort		Gold sticker on individual chart towards bronze, silver, gold awards & afternoon tea
Keeping the 'Give me 5' rules & class rules	Reset to green after break & lunch	Verbal praise, value stickers Team points
Breaking school/class rules For example: Not listening/following instructions Unkind comments Lack of respect e.g. shrugging shoulder, rolling eyes, walking away Lack of respect for resources Disturbing others/calling out/talking over others/talking when you shouldn't be Answering back Running in school Not sitting sensibly Any banned items in school	Any of these behaviours are AMBER Continued AMBER behaviour takes you to RED	Asking child to give a verbal/written apology. Assisting with rectifying the problem caused Finishing/repeating task Private talk teacher/TA Moving in class
Repeated AMBER Breaking resources deliberately Stopping others learning Physical aggression Verbal aggression/deliberate rudeness Swearing Stealing Refusing to work or follow instructions	Any of these behaviours take you straight to RED	SCHOLAR PACK log made To Headteacher at break/lunch and lose 5 minutes KS1/10 minutes KS2 of playtime. Restorative practice – how can we put this right & make better choices next time? Contact home by class teacher.

